

Governmental Collaboration

Improving Education Data & Sovereignty

July 24, 2018

Grand Traverse Resort

Michigan Civil Rights Commission
Public Hearing on Indigenous Ed



BIE
OIE



About



NIEA



TEDNA

SEA



TEA



LEA



Next
Steps

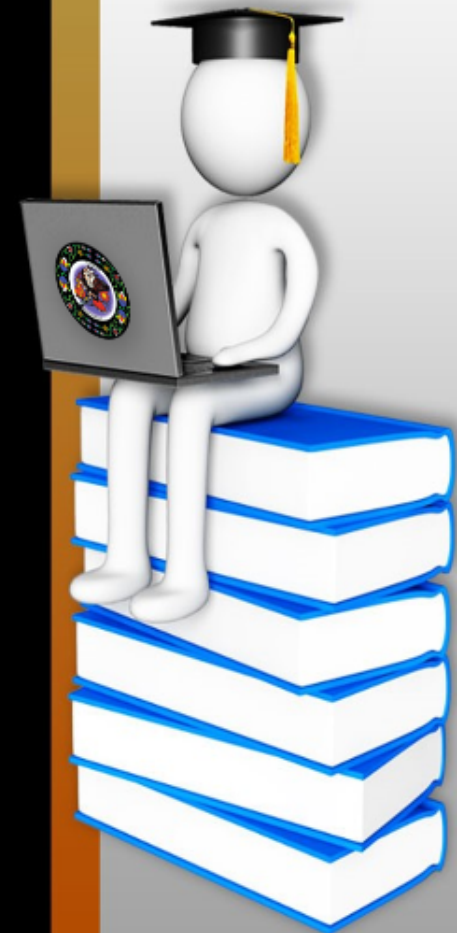
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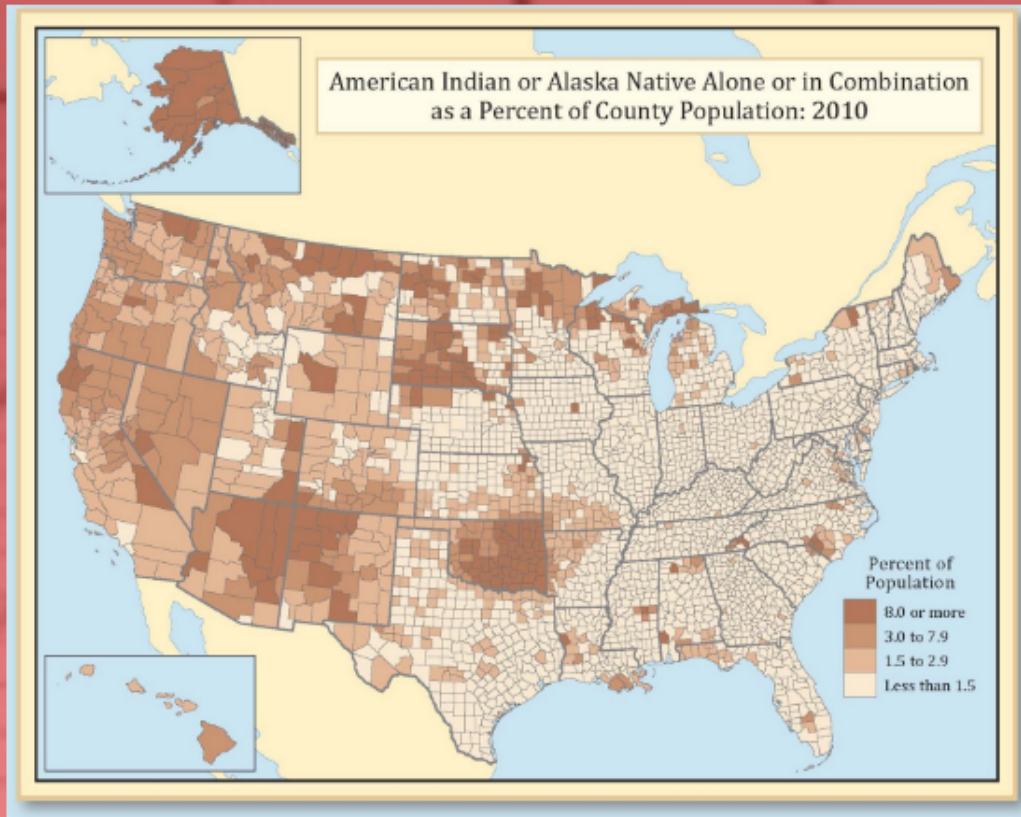
Sam Morseau

**Director of Education
Pokagon Band of Potawatomi Indians
Chairman of Michigan Tribal Education Directors
President of Tribal Education Directors National Assembly**

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OIE vs. BIE



There are approximately 644,000 American Indian and Alaska Native students in the US K-12 system, representing 1.2 percent of public school students nationally.

90% Ninety percent of Native students attend public schools, (OIE)

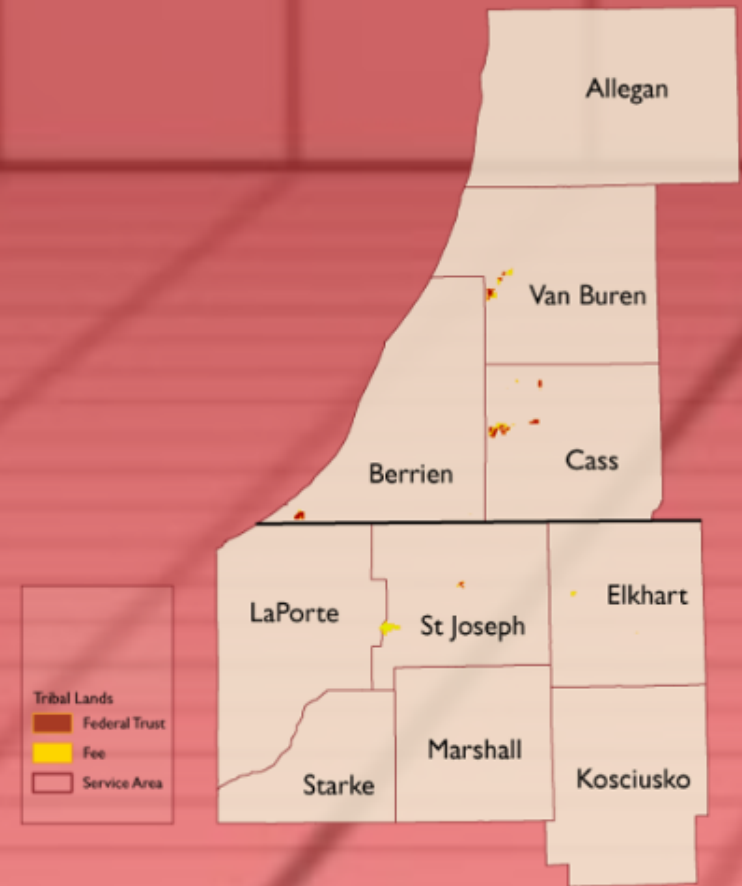
8% eight percent attend schools administered by the Bureau of Indian Education (BIE).

Office of Indian Education

Department of Education-Title VI

Pokagon Band Title VI Grant Covers;

- Two States
- Ten Counties
- Forty-Seven Districts
- 535 Native American Students
- \$122,883



Data Concern

535 Native American Students in Title VI Service Area

654 Pokagon Band citizens between 5-17 years old in the 10 county service area.

2 other tribal nations of similar sizes less than 75 miles away
All share at least 1 county with overlapping service areas.

Title VI allows the student, students' parent, or students' grand-parent to be an enrolled citizen of a state or federally recognized tribe.

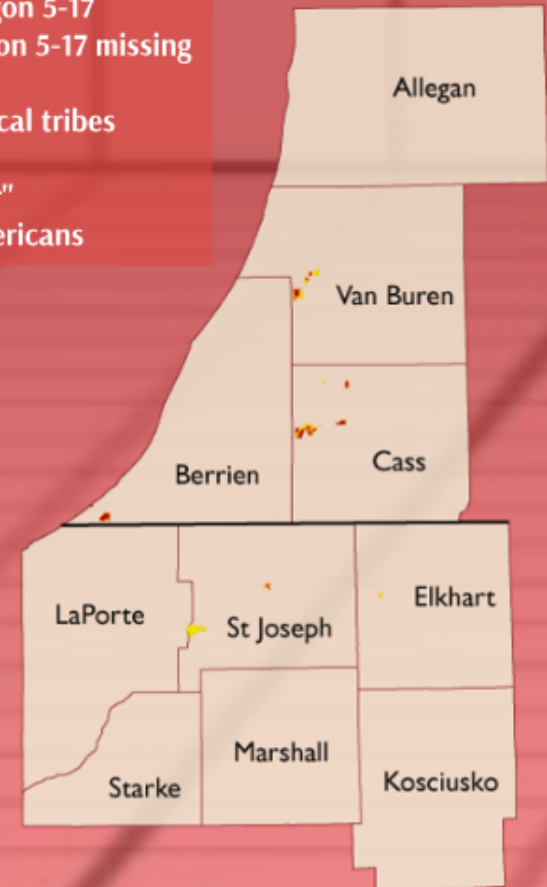
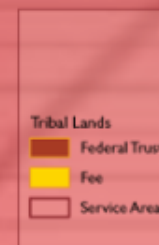
Compelling Question

Where are all the Native Americans?

535 Title VII Pokagon
-654 Pokagon 5-17
-119 Pokagon 5-17 missing

+2 other local tribes

+ All "other"
Native Americans



Data Sharing Agreement

With LEA, SEA, TEAs

Federal Education Agencies

- Meets Federal Trust obligation to Federally Recognized Tribes
- Provides additional accountability measures to SEA utilizing existing programs.
- Ensures Student Data is accurate and comprehensive.

Tribal Education Agencies

- Greater Access to Service Area Data/Individualized Student Data
- Greater Access to State & National Assessments, Graduation and Attendance Rates, and GPA
- Connects all Native Americans to local tribal resources
- Allows tribes to make long term sustainable strategic plans based on data driven decision making.

State Education Agencies

- Greater Access to Title VI Student Data
- Greater Accountability in assuring LEAs meet ESSA Consultation requirements.
- Meets several goals identified in Michigan vision of being "Top 10 in 10"
- Provides Relevant Educational Statistics of Native Americans based on Tribal Service Area

Local Education Agencies

- Provides Greater Supports for Native Americans to access Tribal Resources
- Meets Tribal Consultation Requirement
- Increased Professional Development Opportunities
- Increased Awareness of Government to Government Relationships
- Meets "wholistic approach" of direct student instructional services.

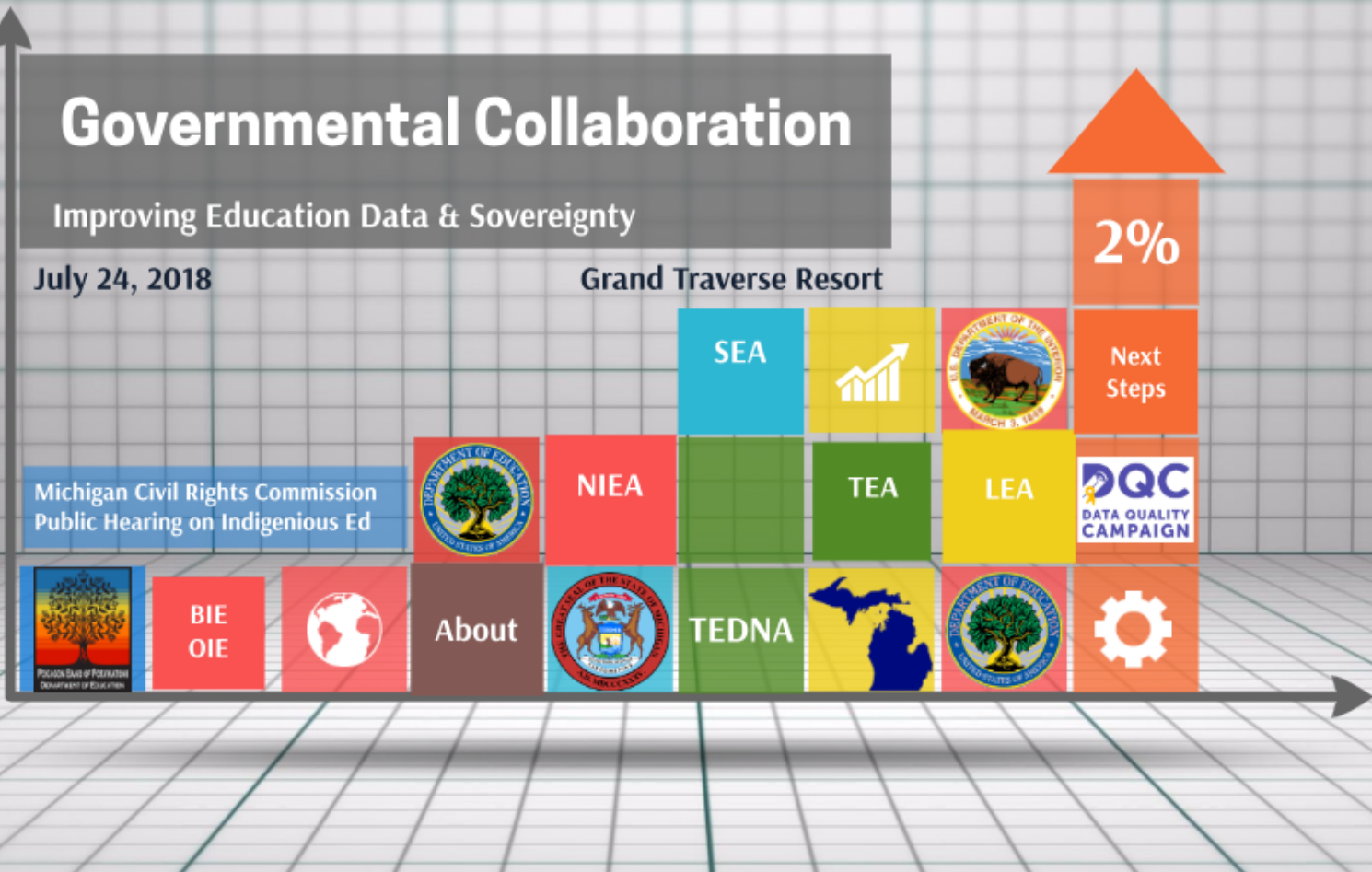


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Introduction

"Let us put our minds together and see what life we can make for our children."

~Sitting Bull

Who Controls Native American Data?

followed by The Ever So Popular
"What Are You Going to Do With It?"

Who Has The Data? LEA

Who Wants the Data? SEA & FEA

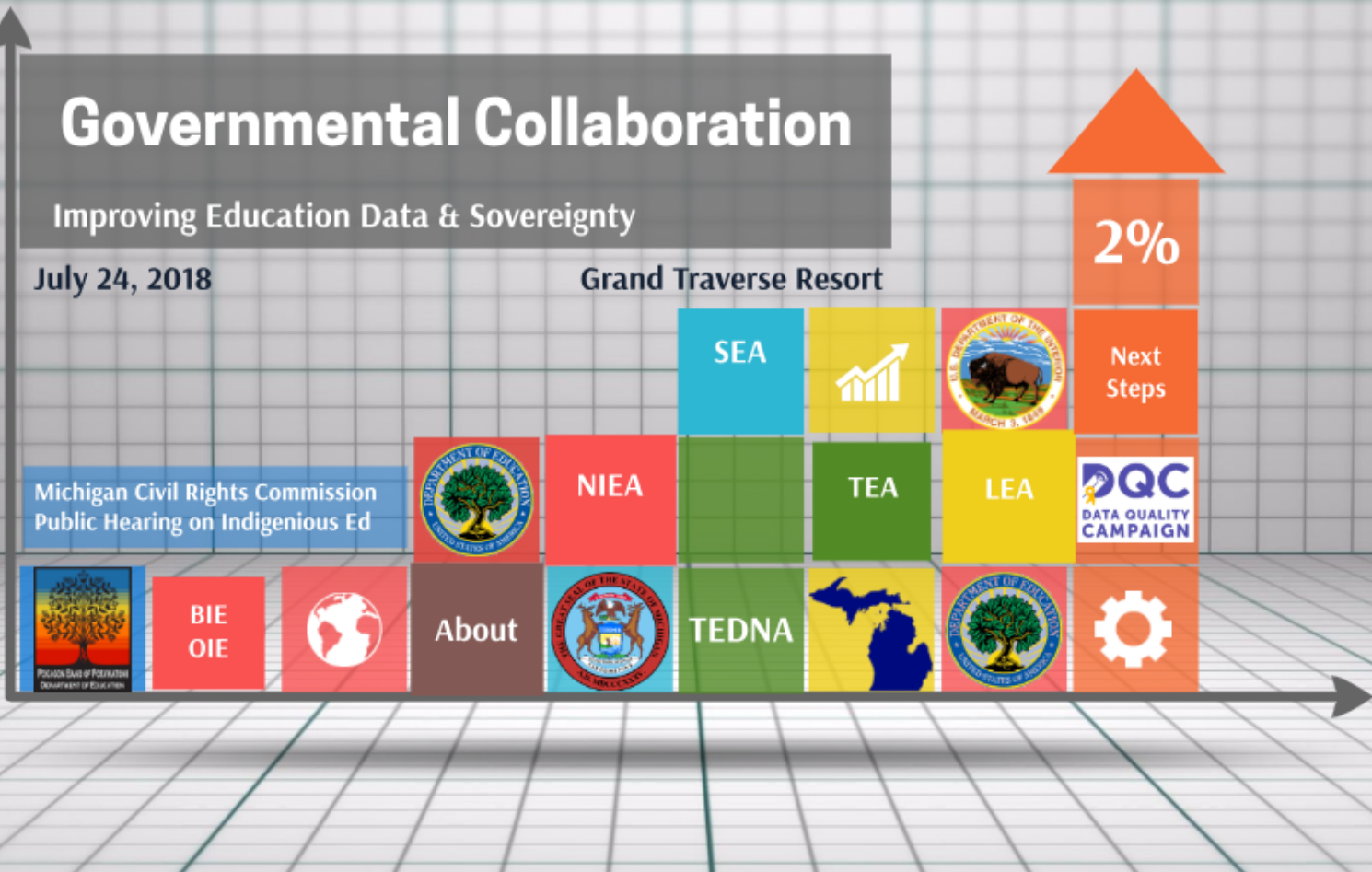
Who Needs the Data? TEA

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The Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965. Previously known as the No Child Left Behind Act (NCLB), this reauthorization gives more freedom to states to implement standards and accountability. Passage of the Every Student Succeeds Act (ESSA) in 2015 marks a major change in education of the United States.



NATIONAL INDIAN EDUCATION ASSOCIATION

Data Views on Title 34's Regulation

NIEA strongly supports regulations related to the collection of data on Native students in 34 CFR Section 100.6, 34 CFR Section 106.61, and 35 CFR Section 100.71. Collection of data with respect to Native students is absolutely essential to serving American Indian, Alaska Native, and Native Hawaiian students and the regulations that enable the Department to collect data on Native students must continue.

The regulations are consistent with the most widely agreed upon conclusion from educational efforts over the last twenty years: accessible data on students is essential to improving education for groups of students who have historically not been served well.

NIEA strongly supports maintaining the Civil Rights Data Collection (CRDC) as a whole and the collection of data on Native students under the regulations. We stand with the Leadership Conference on Civil and Human Rights with respect to CRDC data.

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Government-to-Government Consultation with Michigan's Federally Recognized Tribes



- As we have engaged in government-to-government consultation with representatives of Michigan's federally recognized tribes, we realize the importance of this consultation, both for the ESSA plan and in an ongoing way over time to ensure that we appropriately build and create meaningful tribal consultation, both in process and the product, to create a foundation for supporting our Native students

Government-to-Government Consultation with Michigan's Federally Recognized Tribes



- Therefore, Michigan has:
 - Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment
 - Committed to quarterly consultation between the state education agency (SEA) and the federally recognized tribes
 - Committed to developing processes to engage in 1:1 consultation between the SEA and each tribal nation individually
 - Adopted as guidance the Confederation of Michigan Tribal Education Directors: *Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act*, with plans to use this as the core document to motivate consultation work between the SEA and the tribes as well as between LEAs and tribes



Compelling Questions for SEA-TEAs

CMTED: Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act

1. Does Michigan have an Indian Education Department or full time position in Indian education dedicated to facilitating ESSA requirements?
2. What is the contact information for Michigan's Tribal Liaisons for each department?
3. Do Tribal Liaisons meet regularly with Tribal Leaders?
4. Are there professional development trainings for the MDE staff to understand tribal sovereignty and how it may affect job duties?
5. Is there an active Indian Education Association in Michigan?



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6. Are there Native representatives on the ESSA working group?
7. How are tribal leaders being informed about ESSA?
8. Have you reached out to tribal education departments/ tribal education agencies to understand their ESSA implementation status?
9. In what ways have you meaningfully consulted with tribal leaders and tribal organization regarding key provisions under ESSA, such as the state development plan, accountability systems, assessments, and interventions for low performing students and schools?

Aligned to Top 10 in 10 Initiative



- Guiding Principle — Data and accountability will be used to help drive resources and focus improvement activities for students and educators with attention on transparency
- Goal — Provide quality data for districts and community
- Strategy — Develop a School Quality and Student Success Transparency Dashboard with key indicators that provides quality data to educators and families that can ultimately impact student achievement

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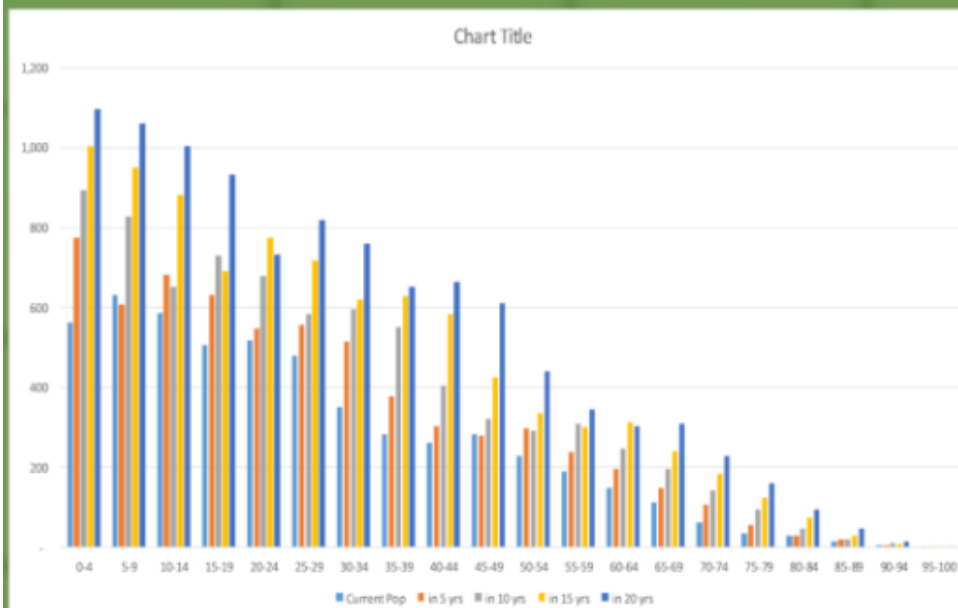
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Next
Steps



Our mission is to provide each citizen the opportunity to discover and develop their unique strengths and talents emotionally, physically, mentally, and culturally. The Pokagon Band of Potawatomi Department of Education honors this vision by promoting indigenous ways of knowing & providing services that empower life-long learners for the next seven generations.

Pokagon Band Actuary Data



Tribal Education Agencies hold the unique ability to maintain longitudinal data on their citizens.

Age Range	Current Pop	in 5 yrs	in 10 yrs	in 15 yrs	in 20 yrs
0-4	564	774	894	1,003	1,097
5-9	632	608	830	950	1,061
10-14	587	681	652	881	1,005
15-19	507	633	730	692	932
20-24	517	546	678	776	732
25-29	480	556	585	719	818
30-34	352	516	595	619	758
35-39	283	378	551	630	653
40-44	260	304	403	583	664
45-49	281	278	322	425	612
50-54	228	296	292	336	442
55-59	191	238	308	301	345
60-64	149	196	245	313	304
65-69	112	149	195	242	308
70-74	62	107	141	183	227
75-79	36	56	94	124	158
80-84	28	29	45	72	95
85-89	13	18	18	29	45
90-94	4	5	9	9	14
95-100	1	1	1	2	3
TOTAL	5,287	6370	7,590	8,890	10,275

State Education Agency
"Cradle to Career"

Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

STRATEGIES

Strategy 1.6: Enhanced high school career and college guidance capacity and training to:

- a) Improve college/career readiness, enrollment, and completion metrics.
- b) Align K-12 assessments with post-secondary institution's entry/readiness requirements.
- c) Encourage voluntary local K-12/higher education partnerships.
- d) Implement recommendations relative to career/college readiness outlined in the *Reaching for Opportunity Report*.

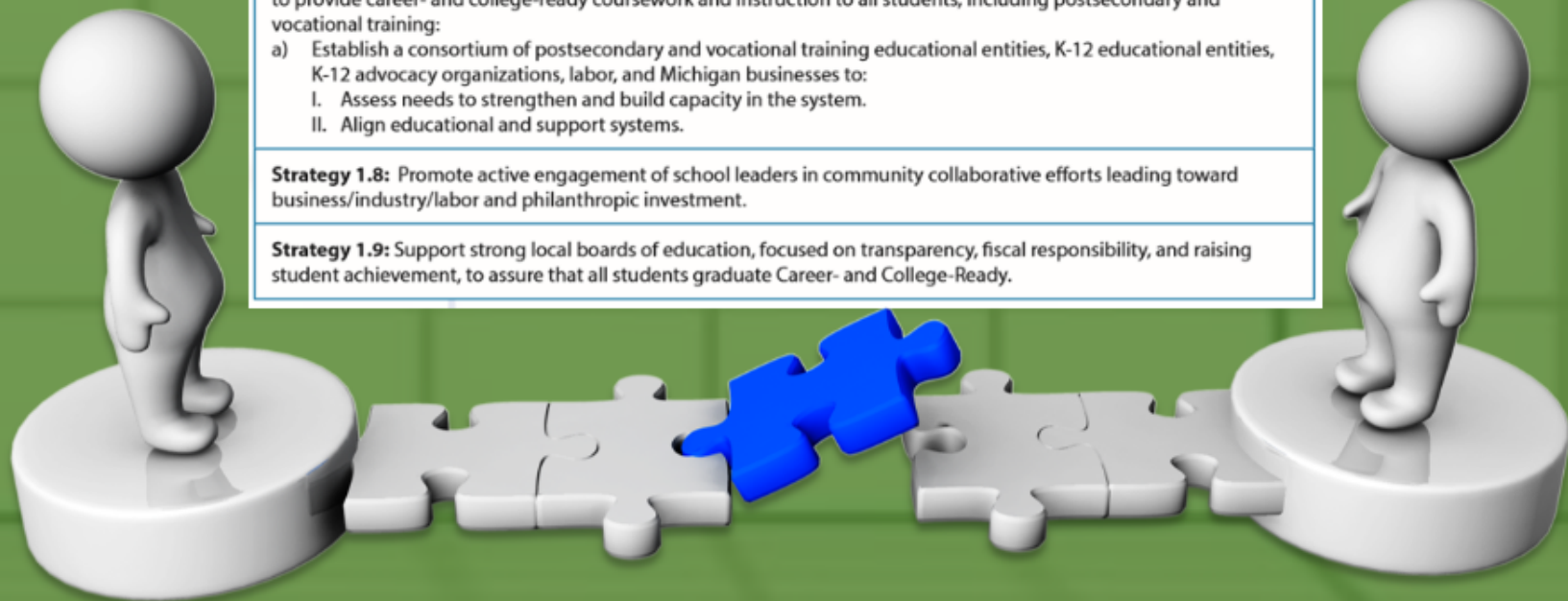
Strategy 1.7: Develop and implement a strategy to better understand and support Michigan public schools' capacity to provide career- and college-ready coursework and instruction to all students, including postsecondary and vocational training:

- a) Establish a consortium of postsecondary and vocational training educational entities, K-12 educational entities, K-12 advocacy organizations, labor, and Michigan businesses to:
 - I. Assess needs to strengthen and build capacity in the system.
 - II. Align educational and support systems.

Strategy 1.8: Promote active engagement of school leaders in community collaborative efforts leading toward business/industry/labor and philanthropic investment.

Strategy 1.9: Support strong local boards of education, focused on transparency, fiscal responsibility, and raising student achievement, to assure that all students graduate Career- and College-Ready.

Tribal Education Agency
"Womb to Tomb"



Pokagon Citizen Focused Interface

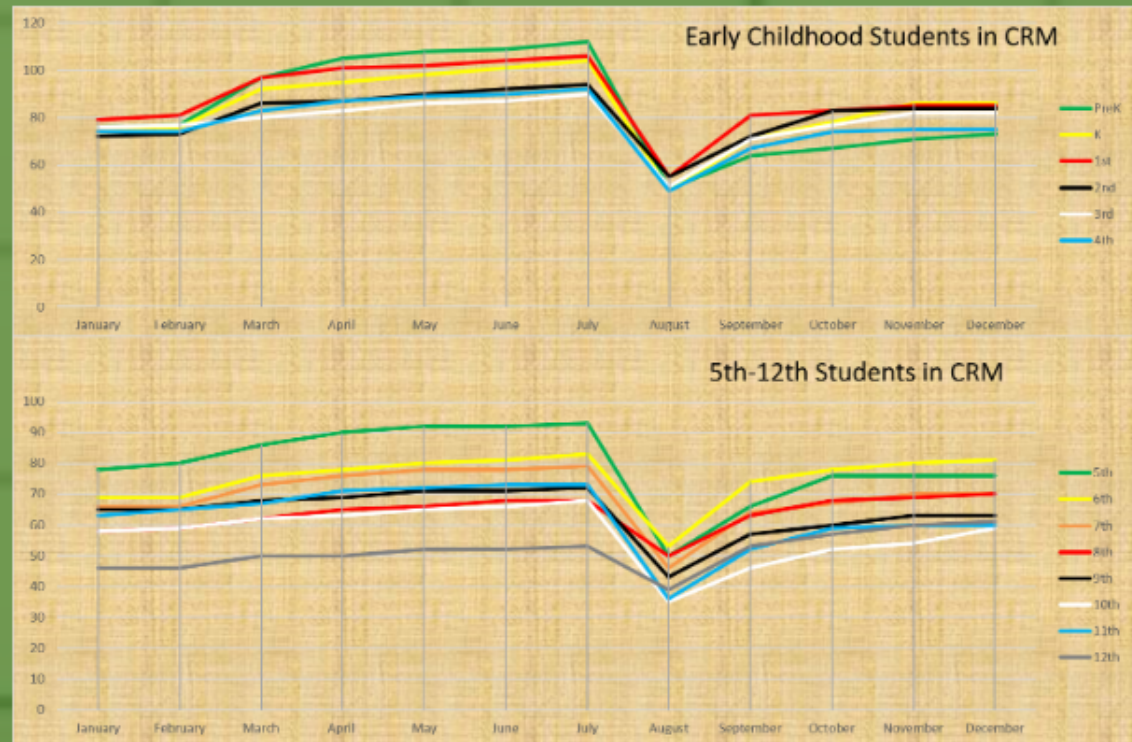
Interactive Dashboards

Real Time Data Trends

Key Performance Indicators

Centralized Document Database

Lifelong Personalized Citizen Profile

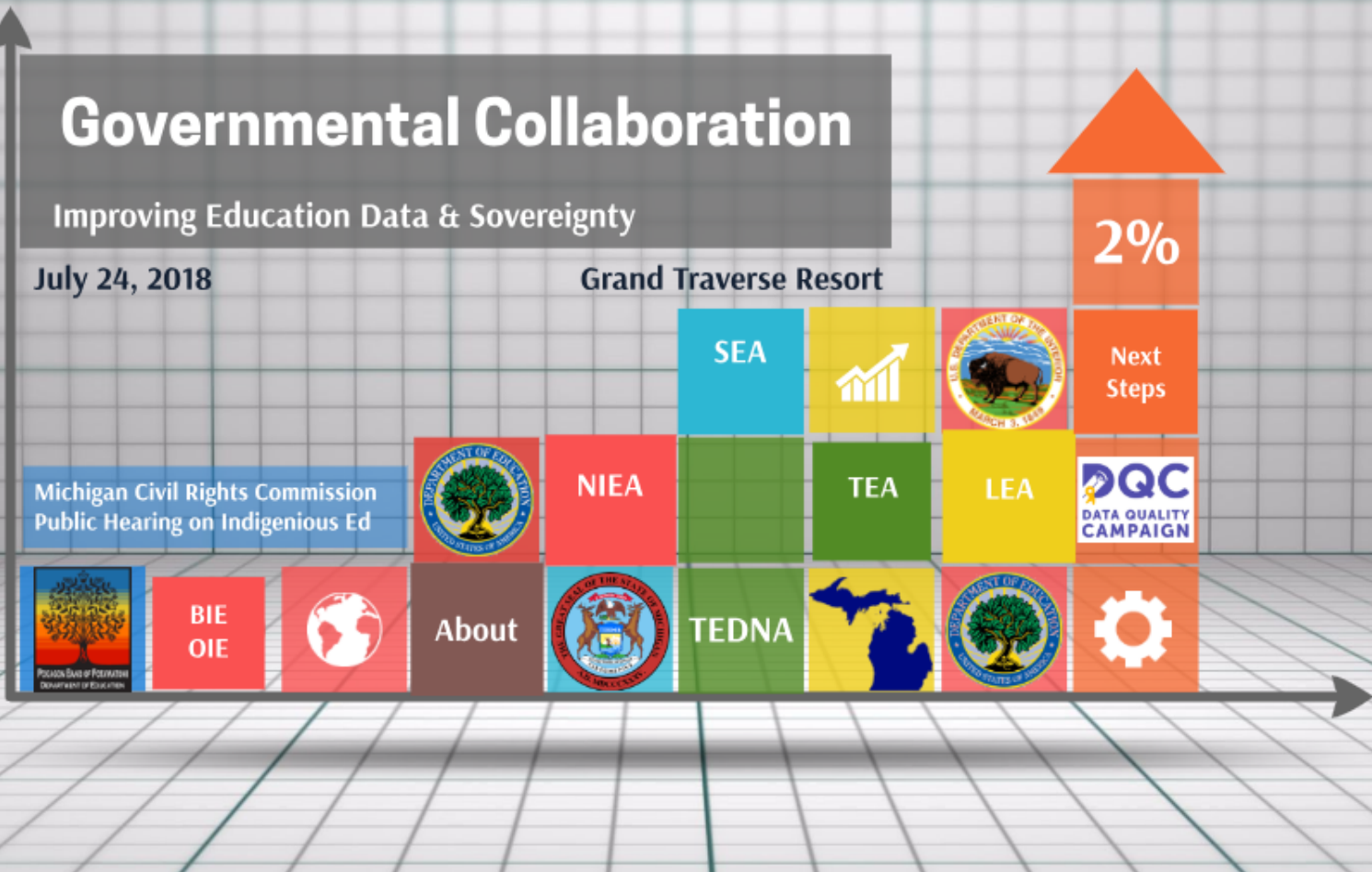


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Current Issues with Native Student Data

Who is Native American?

- Process of Self-Identification
- Federal vs. State Recognized
- Title VI
- 2010 Census

Data Problems



2015-16 Accountability Scorecard Proficiency Summary Hartford High School (01598)

English Language Arts

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	68	45	68.2%	...	...	2/2	2
Bottom 30%	20	1	5.0%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	<30	...	...	...	...	...	...
Hispanic of Any Race	<30	...	...	...	...	...	...
White	37	26	70.3%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	<30	...	...	...	...	...	...
Economically Disadvantaged	40	24	60.0%	...	...	2/2	2
English Learners	<30	...	...	...	...	...	...
Students With Disabilities	<30	...	...	...	...	...	...



2015-16 Accountability Scorecard Proficiency Summary Dowagiac Middle School (00608)

English Language Arts

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	439	217	49.4%	...	...	2/2	2
Bottom 30%	132	5	3.8%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	48	14	29.2%	...	...	2/2	2
Hispanic of Any Race	63	31	49.2%	...	...	2/2	2
White	268	139	51.9%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	55	31	56.4%	...	...	2/2	2
Economically Disadvantaged	342	165	48.3%	...	...	2/2	2
English Learners	33	10	30.3%	...	...	2/2	2
Students With Disabilities	66	12	18.2%	...	...	0/2	0



Local
Education
Agency

Tri-lateral Data Sharing Agreement

- Provides Greater Supports for Native Americans to access Tribal Resources
- Meets Tribal Consultation Requirement
- Increased Professional Development Opportunities
- Increased Awareness of Government to Government Relationships
- Meets "wholistic approach" of direct student instructional services.

S

STRENGTHS



- Individual Student Data
- Direct Student Contact
- Enrollment and Identification of Native Students
- Title VI

W

WEAKNESSES



- School Resources
- Inability to report small populations of Native American Students
- Data Systems to serve the whole child P-20 and Beyond
- Indigenous Ways of Knowing

O

OPPORTUNITIES



- Data Sharing Agreements
- ESSA Tribal Consultation
- Professional Development
- EduPaths Online Learning Modules

T

THREATS



- FERPA
- Law/Regulations



Compelling Questions for LEA-TEAs

CMTED: Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act

1. How will the department look at issues of districts that may have submitted consolidated applications for funding?
2. How will we increase access and notification to tribal education departments around equitable access to resources and individuals?
3. How will we braid federal Title funding; such as TITLE I, III, and VI?
4. How will we utilize Title I parent and family engagement funding to support schools in training staff regarding engagement strategies?
5. How will we allocate parent and family engagement funding for sub granting to schools to collaborate with community based organizations that have a track record of improving family engagement and strengthening Native student success?
6. How can we work on restructuring TITLE III language to recognize Native language revitalization, additional tutoring, etc.?



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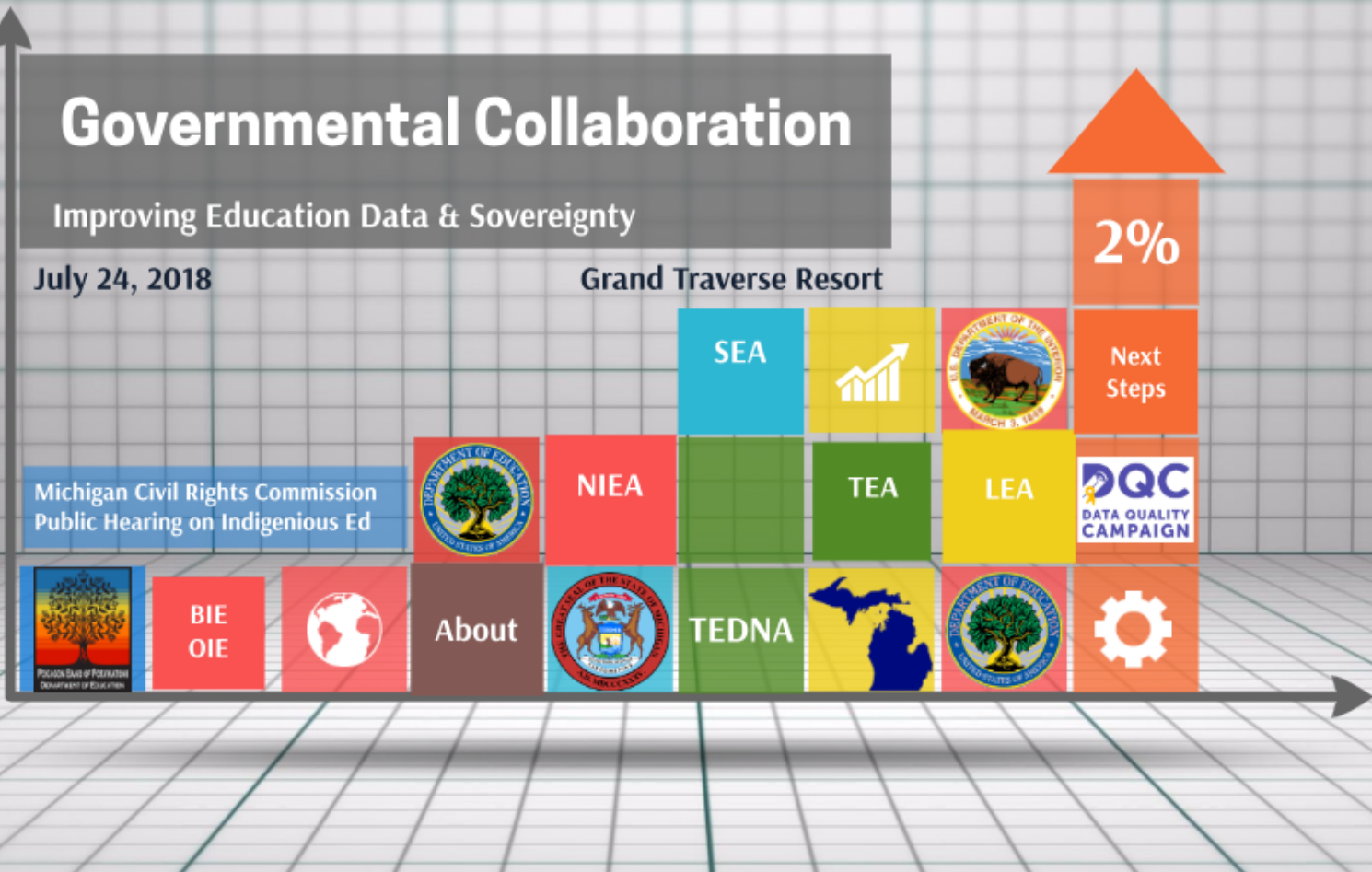
7. How can Tribes coordinate with the SEA and LEA's to implement strategies of incorporating eagle feathers in the graduation of Native American students under Title VI?
8. How will we work to address FERPA issues around sharing student information?
9. How do we structure the collaborative meetings to share data and maximize its use for students?
10. How do we craft professional development services that are not based on ethnicity, but around a tribe's sovereign nation status?
11. How might we incorporate current successful tribal state partnerships? (digital badging, language accreditation, curriculum development)
12. How might we engage the higher education and teacher preparation institutions in meetings and conversations?
13. How do we build on previous agency successes in government to government collaborations?

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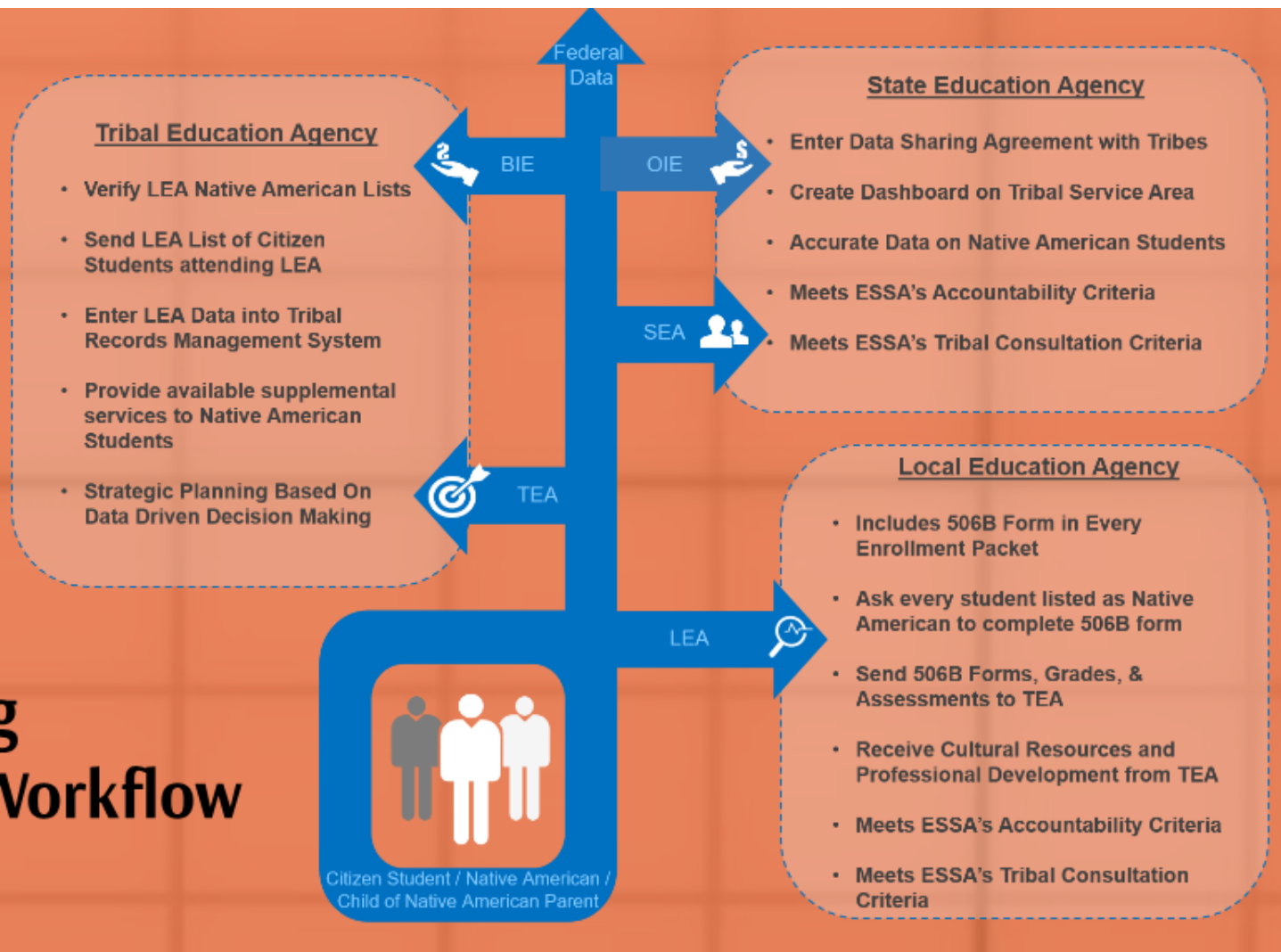
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Tribal, State, & Local Education Inter-Agency

Data Sharing Agreement Workflow



Any Questions?



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